

History			
Topic	The Great Fire of London	Year	Reception
Enquiry Questions		Future Learning	
<ul style="list-style-type: none"> - What happened during the Great Fire of London? - How have fire engines and firefighters changed since the Great Fire of London? - How do artefacts help us understand what happened in the Great Fire of London? - How have homes and buildings changed since the Great Fire of London? 		<ul style="list-style-type: none"> - How do we know so much about what happened in the Great Fire of London? - How did the Great Fire of London start? - What happened in London as the fire spread? - Why did the fire spread so quickly and take so long to put out? 	
Children at the expected level of development will demonstrate their understanding by:			
<ul style="list-style-type: none"> - Recalling some events that occurred in the Great Fire of London. - Sequencing some of these events. - Comparing artefacts from the past and present. - Describing how some artefacts help us to understand what happened in the Great Fire of London. - Identifying some ways in which fire engines and firefighters have changed since the Great Fire of London. 			
Historical Concepts	Learning objectives (Understanding the World – Primary Objectives)		Possible sources of evidence
<ul style="list-style-type: none"> - Monarchy, Parliament and Religion - Country, Settlement, Conflict and War - Technology 	<ul style="list-style-type: none"> - Through their learning children will begin to: - Comprehend the passing of time. - Develop an understanding of ‘past’ and some people, places and events in history. - Recognise similarities and differences between things and ways of life at times in the past and now. - Begin to understand that one historical event is often caused by another. - Identify that historical events often occur in an order or sequence. - Use sources, firsthand experiences, and storytelling to construct accounts of past times and people. - Talk about the roles of significant members of society. - Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding. 		<ul style="list-style-type: none"> - Verbal responses to questions - Asking questions - Written responses - Annotated pictures - Use newly learnt vocabulary appropriately.
Key Vocabulary	Danger, risk, hazard, fire, spread, fire fighter, fire engine, equipment, pump, bucket, hose, baker, spark, ladder, street, path, Pudding Lane, London, River Thames, picture, painting, portrait, illustration, artefact, crowd, building, new, past, present, modern, warning, fire, flame, blaze, re-build.		